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ABSTRACT

The Career Awareness Program (Project CAP) served 244 Chinese-speaking students, most of limited English proficiency, at 2 intermediate schools. The project's aim was to encourage students to stay in school by acquainting them with career opportunities available to high school graduates. Activities included bilingual career awareness classes, staff and curriculum development, supplementary activities for students, and parent outreach. Students took classes in English as a Second Language (ESL), and in native language arts (NLA). The project met its instructional objectives in ESL and content area courses. Data were insufficient for evaluating computer skills and NLA objectives. Non-instructional objectives in attendance and staff development were met. Staff members participated in teacher training conferences and workshops and enrolled in college courses. The program developed resource manuals, held parent workshops, organized conferences attended by representatives of business and industry, and conducted field trips to cultural centers and business sites, thus meeting objectives in curriculum development, parent involvement, and supplementary activities. Recommendations for program improvement include reduction of a noise problem at one site by rescheduling and relocating, integration of career awareness classes at one site by integration into regular school offerings, and provision of NLA instruction at both sites. (MSE)

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OREA Report

EVALUATION SECTION REPORT

CAREER AWARENESS PROGRAM

PROJECT CAP
Grant Number G008525048

1988-89

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EVALUATION SECTION
John E. Schoener, Chief Administrator
March 1990

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Grant Number G008525048

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CAREER AWARENESS PROGRAM
PROJECT CAP
1988-89

SUMMARY

- Project CAP was fully implemented except for the lack of Native Language Arts classes at one of the two sites. During 1988-89, the project provided students with instruction in English as a Second Language, content area courses, and bilingual career awareness classes. The project also provided staff and curriculum development, supplementary activities for students, and activities for parental involvement.

- Project CAP met its objectives for English as a Second Language, content area courses, supplementary activities, staff development, curriculum development, and parental involvement. The project did not meet the Native Language Arts objective.

The Career Awareness Program (Project CAP) served 244 Chinese-speaking students, 14 more than the previous year. Most were students of limited English proficiency (LEP). The program operated at two sites: I.S. 131 (Community School District [C.S.D.] 2) in Manhattan, and I.S. 73 (C.S.D. 25) in Queens. Project CAP's main purpose was to encourage students to stay in school by acquainting them with career opportunities available to high school graduates.

Project CAP activities included bilingual career awareness classes, staff and curriculum development, supplementary activities for students, and parent outreach activities. Participating students took classes in English as a Second Language (E.S.L.) and, at I.S. 131, Native Language Arts (N.L.A.). General guidelines for student selection were school records, teacher recommendations, personal interviews, and, with a few exceptions, scores below the twenty-first percentile on the Language Assessment Battery (LAB). An Office of Research, Evaluation, and Assessment (OREA) field consultant observed program classes and interviewed school and project personnel.

Project CAP met its instructional objectives for E.S.L. It also met the objective in content area courses although only provided data for eight students in the computer skills component. Nor did it provide the for evaluating the N.L.A. objective. The project met its non-instructional objectives in attendance and staff development: program staff members participated in teacher training conferences and workshops and enrolled in college courses. The program developed resource manuals, held workshops for the parents of program students, organized conferences attended by representatives of business and

industry, and conducted field trips to cultural centers and business sites. Thus it met its objectives in curriculum development, parental involvement, and supplementary activities. Problems were the noise in the project office/classroom at I.S. 73 and, at the same site, the need to provide career awareness on a pullout basis.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- The noise problem in the project classroom at I.S. 73 could be reduced by scheduling classes at times when there are no gym classes or, preferably, by relocating to a different classroom.

- At I.S. 73, the bilingual career awareness classes should be integrated into the school's regular offerings and students programmed for them in their weekly schedule.

- Provide N.L.A. instruction at both sites as proposed.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Career Awareness Program (Project CAP), an Elementary and Secondary Education Act (E.S.E.A.) Title VII program. In 1988-89, the project completed the third year of a three-year funding cycle. Project CAP served 244 Chinese-speaking students at two intermediate schools, one in Manhattan and one in Queens. Most students were of limited English proficiency (LEP students). The program provided bilingual career awareness classes, encouraged students to stay in school by apprising them of career opportunities available to high school graduates, and sought to increase student attendance rates.

HISTORY OF PROGRAM

The history of the program is detailed in the final evaluation report of 1986-87. A description of program activities and outcomes can also be found in that report and in the final report of 1987-88.

SETTING

I.S. 131 is located in Manhattan's Chinatown. In the past few years, Chinatown has seen a new wave of immigrants due to a change in immigration quotas for mainland China and the large numbers of political and economic refugees from southeast Asia.

I.S. 73, located in the Maspeth section of Queens, serves a heterogenous population of Hispanics and Asians with varied linguistic backgrounds.

PARTICIPATING STUDENTS

At I.S. 131, all of the 144 participants were in grade nine. Most were speakers of Cantonese. Ninety-five percent came from rural south China, where the level of education was lower than in the cities; some students were semiliterate or illiterate in their native language.

At I.S. 73, Project CAP served 100 students in grades five through eight. Most came from Taiwan and were well educated and able to read Chinese at grade level.

Most project students came from families in which both parents worked. Many students also worked evenings and weekends.

STAFF

The Project CAP staff consisted of the director, a secretary, as well as a resource specialist and educational assistant at each of the schools.

The director of the New York City Board of Education's Division of Multilingual and Multicultural Education (DOMME) supervised the project director, who was responsible for overseeing all aspects of the project. The director and the school principals supervised the resource specialists, who coordinated project activities at the sites.

Project CAP staff were linguistically diverse. The project director spoke Burmese and Karen. The resource specialist at I.S. 131 spoke Cantonese; the educational assistant spoke Malay, Thai, Mandarin, and Cantonese. At I.S. 73, the resource

specialist spoke Mandarin; the educational assistant spoke Cantonese and another Chinese dialect.

DELIVERY OF SERVICES

Project CAP activities included classes in English as a Second Language (E.S.L.); content area courses; and bilingual career-awareness instruction, which included summer job placement assistance; and Native Language Arts (N.L.A.) at I.S. 131. The project provided supplementary student activities, staff and curriculum development, and parent outreach services.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents an analysis of the qualitative findings of the evaluation; Chapter IV gives an analysis of the quantitative findings; and Chapter V offers conclusions and recommendations based on the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and program outcomes. Evaluation questions included the following:

Process/Implementation

- Did the program select students for program participation according to specific criteria?
- Did project CAP offer supplementary activities to the students as proposed?
- Did program staff participate in teacher training conferences and workshops?
- How many resource manuals on career awareness did the resource specialists develop?
- Did the project offer workshops to the parents of participating students?
- Did the project staff implement the instructional activities for developing English language proficiency through career awareness as proposed?

Outcome

- What was the average normal curve equivalent (N.C.E.) gain on the Language Assessment Battery (LAB)?
- What percentage of program students passed their courses in mathematics, science, and social studies?

EVALUATION PROCEDURES

Sample

An OREA field consultant visited each of the two sites. She interviewed the director, both resource specialists, and the principal at I.S. 131. She observed five classes: one E.S.L.,

three career awareness, and one bilingual science.

Instruments

OREA developed interview and observation schedules. Project staff completed OREA-developed student data forms.

Data Collection

Interviews and observations took place during April and May. OREA distributed student data forms in March and collected the completed forms in June.

Data Analysis

OREA used the Language Assessment Battery to assess improvement in English proficiency. Project CAP students were tested at grade level each spring. Students' raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which have multiple advantages over other scoring methods. They are standard, normalized, and form an equal interval scale. ("Standard" indicates that the unit of measurement is a fraction of the standard deviation of the original distribution of raw scores; "normalized" refers to the fact that the scale is adjusted for the norm group so that its distribution has the shape of a normal distribution; and "equal interval scales" allow for legitimate aggregation or averaging of scores. Project students' N.C.E.s indicated their relative standing in relation to the national average of 50.

To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores.

The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

To insure representative achievement data, OREA included only those students who had been in the program for at least five months and had attended classes for at least 100 school days. OREA extrapolated to estimate full-year scores of late-arriving and early-exiting students.

Limitations

Since all LEP students are entitled to receive bilingual and E.S.L. services, OREA was unable to select an equivalent control group. However, the use of two sets of data, as outlined above, served in lieu of a control group.

III. EVALUATION FINDINGS: IMPLEMENTATION

STUDENT PLACEMENT AND PROGRAMMING

At both schools, the director and the principal took joint responsibility for determining who was eligible for the program. Most students were designated as LEP by their scores on the English version of the Language Assessment Battery (LAB)*. At I.S. 73, the resource specialist (the only Chinese-speaking staff member) played a key role in identifying students who might benefit from the career awareness program. General guidelines for student placement were school records, teacher recommendations, and personal interviews. Some non-LEP students also participated in Project CAP.

INSTRUCTIONAL ACTIVITIES

Project CAP students took E.S.L., N.L.A. (at I.S. 131), bilingual content area subjects (at I.S. 131), and career awareness classes.

English as a Second Language

Project CAP students at I.S. 73 took at least one E.S.L. class per day. At I.S. 131, Project CAP students had three daily periods of E.S.L. instruction.

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine whether their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

An OREA field consultant observed an intermediate level E.S.L. class of 19 seventh graders. Members of the class read a description of the Passover holiday, including its history and symbolism. The teacher helped with pronunciation, and sometimes interrupted a reader to explain the traditions mentioned in the reading. The teacher asked questions in English, occasionally translating a word or phrase into Cantonese for those students who were having difficulty understanding. Students volunteered the answers in English. The teacher passed around an article clipped from the food section of a newspaper that gave Passover recipes. She explained, in English and Cantonese, about the foods at the Passover ceremony and dinner called a "seder." She asked students to recite the questions traditionally asked at a seder by the youngest child present.

Native Language Arts

I.S. 73 did not offer N.L.A. because of funding limitations at the school. At I.S. 131, Project CAP students received native language instruction in Mandarin. Although many students came from southern China and spoke dialects closer to Cantonese, Mandarin was chosen because it is the standard dialect of the government of China.

Content Area Courses

I.S. 131 offered bilingual (Cantonese/English) instruction in mathematics, science, and social studies. There were no bilingual courses for Chinese students at I.S. 73. Instead,

project participants enrolled in mainstream content area and computer skills classes. Project students at both sites enrolled in mainstream art, music, and physical education.

The OREA field consultant observed an intermediate level bilingual science class of about 30 students at I.S. 131. The lesson dealt with chemical reactions; the teacher asked students to define a chemical equation and to write equations in the long and short forms. The teacher also discussed a variety of topics, speaking mostly in English and occasionally translating into Cantonese.

Career Awareness Classes

The Project CAP resource specialists conducted career awareness classes three days a week at both sites. They created or adapted much of the material used, since it was difficult to find career education materials written in Chinese.

At I.S. 131, career awareness classes were made up of 15 to 30 students and were offered as a regularly scheduled elective subject.

At I.S. 73, the career awareness classes supplemented E.S.L. classes and were the only bilingual classes available to students. Classes were small--five to ten students--allowing for enhanced student participation and interaction with the teacher. However, the classes were not regular electives, and participating students were pulled from other classes (such as physical education, music, or art). Several staff members felt that this curriculum would be more effective if it were offered

as an elective on a regularly scheduled basis and incorporated by school administrators into the curricula of career guidance and/or group guidance teachers.

Another problem at I.S. 73 was the setting. Project CAP's office at I.S. 73, in which the career awareness and some E.S.L. classes were held, was a dark locker room off the girls' gym. Students coming in to get something from a locker or students in the gym bouncing a ball against the walls periodically interrupted the classes. At times, noise from the gym blocked out the voices of teacher and students.

An OREA field consultant observed a fifth grade class and a seventh/eighth grade class at I.S. 73. In the former, the teacher concentrated on English conversation skills, building confidence by working on vocabulary, grammar, and syntax. The teacher asked students to identify the occupations represented in pictures and led a discussion on those that interested the students. The teacher urged students to help new classmates who were hesitant to speak, and they eagerly supplied vocabulary along with Chinese translations.

The career awareness class for older students focused on words to know for a job interview. Several members of the class spoke almost no English. The teacher distributed a newspaper written for teenagers that covered such job-search topics as neatness and punctuality. The teacher used large flash cards depicting situations that students might face in applying for a

job and attempted to get the students to discuss these in English.

At I.S. 131, the field consultant observed a career awareness class of about 30 students. The lesson showed students how to apply for a city-sponsored youth summer employment program. The teacher, a resource specialist, explained the job application in English and in Cantonese. The educational assistant took eligible students, those over 14 years of age, into another room to fill out applications for the permits. The teacher integrated into the lesson an explanation of the frequent requirement for notarization of signatures, and explained what a notary public did and how to find one. She also described the other requirements for the program, including the need for a parent's signature and a medical examination. Students were very eager to apply for the program, and even those not old enough to apply listened attentively.

NON-INSTRUCTIONAL ACTIVITIES

Project CAP proposed an attendance objective as well as objectives for supplementary activities for students and curriculum development and parental involvement activities.

Attendance

Project CAP's objective for attendance was:

- Project students' attendance will be significantly higher than that of mainstream students as indicated by school attendance records.

At I.S. 131, the attendance rate for program students was 98.168, while that of mainstream students was 93.42. At I.S. 73 the attendance rate for program students was 97.478 and that of mainstream students was 91.56. Thus the program's attendance objective was met.

Supplementary Activities

Guest Speakers. The program objective for guest speakers was:

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

The project organized a career seminar with the help of the Metropolitan Insurance Company. Representatives of a bank, an insurance company, the police department, and the post office addressed students at various times throughout the year. Project CAP met its guest speaker objective, as it had the previous year.

Field Trips. The program objective for field trips was:

- The program will organize at least four field trips to cultural centers and business sites to increase students' familiarity with American culture and with the world of work.

The project took students on trips to AT&T, La Guardia College, The Daily News, the Police Training School, the General Post Office, and the New York Job and Career Center. The project offered cultural and recreational field trips to the Brooklyn Academy of Music for a concert, Madison Square Garden for the Ringling Bros. Barnum and Bailey Circus, West Point (by boat),

and the South Street Seaport/Wall Street area. Project CAP met its objective for field trips.

Staff Development

The project objectives for staff development were:

- Program staff members will participate in teacher training conferences and workshops.
- Program staff members will enroll in at least one university course each semester as indicated by registration records.

Project CAP staff members attended monthly citywide conferences on E.S.L.; workshops on training restaurant chefs (provided by Chinatown Manpower, an employment agency); and a guidance workshop entitled "Magic Circle." Staff also attended a Hunter College workshop and conferences on bilingual education, program assessment, and immigration. In addition, the resource specialists attended an in-service training workshop. Project CAP easily met its staff development objective for attending conferences and workshops. Also, it attained the staff development objective college course enrollment, since two staff members took such courses. Last year the staff development objective had been completely met.

Curriculum Development

The project objective for curriculum development was:

- By the end of the project year, the resource specialists will have developed three resource manuals on career awareness for teachers and students.

Resource specialists completed several projects begun last year: a Chinese manual called "Career Awareness and

Exploration," a student manual/workbook, and a teacher's curriculum guide. In association with the Chinese Community Services and Health Council, Project CAP staff at I.S. 131 helped produce the bilingual "Chinese Organization Directory." Project CAP met its objective for curriculum development, as it had last year.

Parental Involvement

The project objective for parental involvement was:

- The program will offer workshops to parents of the target population.

The project offered workshops to parents of program students on high school matriculation, insurance, cosmetics and skin care, housing (how to get a government loan to buy a house), and the function of parents' associations. Nineteen to 22 parents participated in each workshop. At I.S. 73, eight parents regularly attended a weekly E.S.L. class which also dealt with citizenship. Parents accompanied students and staff on cultural and recreational field trips. A Chinese parent's in-term seminar --six hours long--was held in June; about 80 parents and scholl staff were involved. While parental attendance at individual workshops was not high, Project CAP did attain its parental involvement objective, as it had last year.

IV. EVALUATION FINDINGS: OUTCOMES

INSTRUCTIONAL ACTIVITIES

Project CAP proposed instructional objectives in E.S.L., N.L.A., and content area courses.

English as a Second Language

The evaluation objective for English language development was that:

- The target students will demonstrate an appropriate increase in English language proficiency as indicated by statistically significant gains on the Language Assessment Battery (LAB) or the Degrees of Reading Power (D.R.P.) test.

OREA used the LAB for evaluation because a greater number of students (134) had LAB scores than had D.R.P. scores (70). Students took the LAB at different times in the fall and in the spring. Since there had to be an interval of one year between the pre- and posttests, it was necessary to perform an extrapolation procedure on the data. In analyzing the data, care was taken to ensure that only students who had been in the program for at least 100 days were included. Students who took the LAB achieved a statistically significant increase in their posttest scores. Seventy-three percent of the students made overall gains. Students in all grades except the seventh achieved significant increases in their LAB scores. (See Table 1.) D.R.P. results (see Table 2) show that the 70 students on whom there were data also made statistically significant gains.

TABLE 1

Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade

Grade Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value
5	8	6.3	4.3	13.9	11.6	7.62	4.3	5.01*
6	10	10.3	12.2	26.2	10.5	15.9	12.1	4.17*
7	8	21.3	27.2	28.1	12.9	6.82	18.2	1.05
8	10	4.6	8.6	12.7	13.4	8.1	11.0	2.32*
9	98	8.2	7.9	15.4	10.2	7.2	8.0	8.90*
Total	134	9.2	0.7	16.6	11.4	7.4	9.4	9.70*

* $p < .05$.

- Overall, students made statistically significant gains on the LAB, thus achieving a program objective in E.S.L.

TABLE 2

Pretest/Posttest N.C.E. Differences on the Degrees of Reading Power Test, by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value
4	3	55.0	20.7	61.1	16.4	6.1	6.0	1.71
5	13	39.3	16.8	34.6	13.1	-4.7	7.3	-2.26
6	10	37.9	20.8	48.3	17.3	10.4	10.6	3.41*
7	6	41.5	19.3	46.5	17.2	5.0	12.9	0.94
8	38	9.5	5.2	19.6	5.3	10.13	5.6	11.19*
TOTAL	70	23.7	20.3	30.6	17.1	6.9	9.4	6.20*

*Statistically significant at the .05 level.

- Overall, students made statistically significant gains on the D.R.P. thus achieving a program objective in E.S.L.

Native Language Arts

The evaluation objective for Native Language Arts was that:

- At least 70 percent of the participating students will show significant gains in Native Language Arts as indicated by the final course grade.

The project proposed an objective for N.L.A. at both sites. I.S. 73 did not have the resources to implement it. I.S. 131 did not provide the data necessary to assess the accomplishment of this objective. As in the previous year, OREA was unable to evaluate the N.L.A. objective.

Content Area Classes

The evaluation objective for content area courses was that:

- At least 70 percent of the students enrolled in mathematics, science, social studies, and computer skills courses will score at or above the passing criterion of 65 on their final course grades.

More than 70 percent of students enrolled in all four subjects scored at or above 65. (See Table 3.) However, data were available for only eight students in computer science classes. Project CAP met its content area course objective overall and individually in the subject areas of mathematics, science, and social studies. There were not enough data to ascertain whether the project met the objective in computer skills.

TABLE 3

Percentage of Students Meeting Passing Criterion in Content Area Courses

Subject	Number of Students	Percent Scoring at Least 65
Mathematics	220	90.2
Social Studies	225	92.1
Science	232	95.1
Computer Skills	8	100.0

- Over 70 percent of students in all subject areas achieved at or above the criterion grade of 65, thus achieving the program objective.

V. CONCLUSIONS AND RECOMMENDATIONS

Project CAP provided E.S.L., content area courses, and career awareness classes at both sites, and N.L.A. at one site. Project CAP also offered cultural and recreational activities that students might otherwise not have experienced. The project developed its own curriculum material, and the staff took advantage of the opportunities provided for their professional development. Although parents were offered workshops and classes, they did not take full advantage of them.

As in previous years, the fact that the N.L.A. objective was not implemented at I.S. 73 reflected overall funding limitations.

The project met its instructional objectives in E.S.L. and content area courses. It also met the non-instructional objectives in supplementary activities, curriculum development, and parental involvement. It partially met the staff development objective. Staff did not enroll in college courses as proposed. The project did not provide data to measure achievement of the N.L.A. objective at I.S. 131.

Project CAP provided students with career education and gave support not otherwise available to LEP students. At I.S. 73, project classes supplemented E.S.L. classes and were the students' only bilingual instructional period. Students attended on a pullout basis. The staff felt the career education curriculum would be more effective as a regularly scheduled elective. They said that career education was important enough that it should be incorporated into the regular school curricula.

Additionally, there were complaints about the project room, also used as a classroom, which was part of the gym locker room.

Project CAP did not include an objective for passing rates in career awareness courses, although the 1987-88 Project CAP final evaluation report recommended that the program include such an objective. Since 1988-89 was to be the final year of the program, it was deemed too late to add an objective.

The idea of letting the more advanced students help teach the beginners, as displayed in an English career awareness class at I.S. 73, seemed to work well in that it allowed children at all levels of English proficiency to become involved in a single lesson.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- The noise problem in the project classroom at I.S. 73 could be reduced by scheduling classes at times when there are no gym classes or, preferably, by relocating to a different classroom.
- At I.S. 73, the bilingual career awareness classes should be integrated into the school's regular offerings and students programmed for them in their weekly schedule.
- Provide N.L.A. instruction at both sites as proposed.